WASHINGTON
OPPORTUNITY PATHWAYS

Keeping college affordable: Annual report on state financial aid programs

January 2011

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Executive Summary

The state of Washington has a long-standing commitment to postsecondary education opportunities for all students, regardless of income. This has been especially noteworthy during the current "great recession" which has seen increased demand for enrollment among lower-income students and an unprecedented need for student aid.

The annual report of state student financial assistance provides members of the Higher Education Coordinating Board (HECB) and the Legislature an overview of the historical record of state aid, and college access programs, while highlighting evolving policy and program issues and improvements.

The report describes recent state and federal legislative changes to financial aid, explains notable trends in student aid, and notes the amount of aid disbursed to needy students in 2009-10. Also included are budget summaries and program briefs for State Need Grant, State Work Study, and Passport to College.

Highlights of the report include:

- In 2009-10, 39,000 more students received $403 million more in financial aid than in the previous academic year.
- Aid for resident, undergraduate students increased 30 percent over the previous year.
- A much greater percentage of need-based aid was distributed to students attending community and technical colleges.
- Applications for aid continue to rise – a 57 percent increase over a three year period.
- The number of unserved eligible SNG students increased dramatically.
- Funds were appropriated to SNG to allow awards for the lowest-income students to keep pace with public sector tuition increases.
- Several state student aid programs underwent budget reductions and suspensions.

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I. 2010 State and Federal Changes to Student Aid

State Changes to Student Aid

2010 Supplemental Budget Reductions & FY 2011 Rescission

Supplemental Budget Reductions

The 2010 Supplemental Budget reduced state aid programs by more than $22 million, including an assumed $4.9 million offset to **State Need Grant** due to increases in the **Federal Pell Grant**. The largest reduction was a 31 percent cut ($7.4 million) to the **State Work Study** program. However, the Legislature maintained its 18-year commitment to holding the neediest students harmless from tuition increases in the State Need Grant (SNG) program, even at a time when the single year tuition increases for four-year public institutions was 14 percent.

Funding for new awards was greatly reduced for the merit-based **Washington Scholars** and **Washington Award for Vocational Excellence programs**. In each program only one of the three new scholars per legislative district received a monetary award in 2010-11. State funding was maintained for awards to previously selected recipients.

Funding for all new awards within the **Future Teachers Conditional Scholarship** program was suspended. Funds remained accessible to continue awards to pre-existing program participants.

New funding also was suspended for the **WICHE Professional Student Exchange, Child Care Grants, and Foster Care Endowment** programs.

Funding for the **Health Professional Conditional Scholarship and Loan Repayment** program was nearly eliminated. Enough state funding remained to leverage a small federal matching grant.

Across the Board Reductions

An across-the board cut of 6.287 percent requested in October 2010 will further affect financial aid programs. About 91 percent of the $7.7 million cut is scheduled to come from the State Need Grant program.

Ten Percent Reduction Exercise

The Office of Financial Management also asked state agencies to submit a 10 percent reduction exercise for the 2011-13 Biennium. The agency's submission minimized the impact on the neediest students and suggested continued suspensions of new funding and deeper cuts to merit-based programs, targeted workforce programs, and other activities. The proposal would prevent further reductions to State Need Grant and State Work Study by $10.4 million for the biennium.

Significant Changes to State Work Study Program

Facing a multi-billion dollar budget deficit, the 2010 Legislature reduced funding to the State Work Study (SWS) program in 2010-11 by about 31 percent, or $7.4 million. This funding reduction could translate into the loss of SWS opportunities for as many as 2,500 students in 2010-11 and the forfeiture of nearly $2 million in employer matching funds that would have otherwise benefited needy students.

To maximize resources and minimize service reductions, the Legislature directed the HECB to both raise the employer matching requirements and to reduce service to non-resident students when possible. Board staff actively engaged program stakeholders in the process to determine the most effective ways to implement these substantial policy changes. For more information, see *State Work Study Program Brief,* p. 28.

Passport Awards Reduced

The Passport to College Program for former foster youth is in its third year and served a record number of students in 2009-10. Each year, enrollment and retention rates have improved. In fiscal year 2011 the Board continued to contract with the College Success Foundation as requested by the Legislature in 2009. The contract helps implement strategies to increase retention and postsecondary success of Passport students.

The costs associated with increasing numbers of students along with the contract created a projected deficit in program funds. Therefore, the Board reduced student awards as well as the contract amount. For more details, see *Passport to College Program Brief*, p. 38.

College Bound Receives Outreach Funding

The College Bound Scholarship, offering an early commitment of aid to 7th and 8th grade students from low-income families, had signed-up nearly 70,000 students as of December 2010. Both the Office of Superintendent of Public Instruction (OSPI) and the HECB are required to promote the College Bound Scholarship and notify eligible students and families about the program. The 2010 Legislature allocated $1 million to OSPI to contract with the College Success Foundation to provide outreach services for the program. The College Success Foundation has played a key role in College Bound outreach since the program's inception. See *College Bound Scholarship,* p. 9.

Lottery Funding Directed to Student Aid

The 2010 Legislature created the Opportunity Pathway account (SB 6409). Under this law, proceeds from Washington's Lottery are now directed, in part, to fund higher education financial aid programs.

For 2010-11, the Lottery is contributing $73.5 million or about 31 percent of the total funding for the State Need Grant, State Work Study, Washington Scholars, and the Washington Award for Vocational Excellence programs. Another $40 million in Lottery funding was directed to Department of Early Learning programs.

Lottery proceeds formerly were contributed to K-12 construction projects. This expense is now being supported by the General Fund. Likewise, a portion of the state funds, equal to the new lottery funding, was removed from the State Need Grant and other programs.

The Lottery has developed radio and television advertising to promote the change. It is hoped that greater awareness about the Lottery's contribution to higher education merit scholarships and need-based financial aid will spur increased public support and drive increased Lottery sales, ultimately providing enhanced support for all aid programs.

Final Year of Less-Than-Halftime Pilot Project

Unless the Less-Than-Halftime SNG pilot project is reauthorized, FY 2011 will be its final year. Over the last six years, the Board has conducted several studies and recommended the State Need Grant program incorporate this enrollment segment as a permanent program feature. The pilot funds have always been fully expended and demand has far exceeded available funding.

Many students enroll at a less-than-halftime rate temporarily so they can maintain their progress toward a degree during periods in which they are not able to attend full time. Of the students eligible for a less-than-halftime award, 80 percent enrolled for two or more terms during 2009-10, indicating that this award may have helped them "keep momentum" as a persisting student. A majority (69 percent) of less-than-halftime students enrolled for a single term and enrolled half-time or greater in the remaining terms.

There are differences in sector distribution between the less-than-halftime students and the regular SNG program students. The most notable difference has been in the community and technical college sector (81 percent vs. 59 percent). Private career schools have limited demand for less-than-halftime enrollment and consequently have the smallest percentage of this population.

State Need Grant Opportunity Internship

State Need Grant eligibility was expanded in the 2009 Legislative session to include low-income high school students who successfully complete an Opportunity Internship Program for high demand occupations (authorized in SSHB 1355).

Students who qualify for the program need to be eligible for a free or reduced price lunch. The program participants are selected by eight participating Workforce Development Councils (WDC). The program is administered by the Workforce Training and Education Coordinating Board, which coordinates the WDC participation. Students are monitored and mentored by WDC staff.

The first cohort of about 140 Opportunity Internship graduates entered college in 2010-11. The maximum number of students allowed to participate in the program was increased from 1,000 to 5,000 students by the 2010 Legislature.

Opportunity Internship graduates must begin using their State Need Grant eligibility within one year of high school graduation; after this time they may integrate into the regular SNG eligibility population. Eligibility for SNG through the Opportunity Internship program is based on funds available at the institution and is limited to one academic year. Recipients could be eligible to receive the SNG outside of the Opportunity Internship Program beyond the one year.

GET Ready for Math and Science

The first cohort of about 100 GET Ready for Math and Science recipients was selected and began receiving awards during 2010-11. Participants have signed promissory notes to work for three years in the state of Washington in a math or science profession in exchange for their four-year scholarship valued at public tuition and fees. The selection process was administered by the College Success Foundation in spring 2010. Future cohorts will not be selected due to lack of funding.

Federal Changes to Financial Aid

Federal John R. Justice

The HECB was asked to administer the federal John R. Justice State Loan Repayment Program beginning in 2010-11. This program provides loan repayment to 16 licensed attorneys who commit to working three years in state, or at local prosecutor's or public defender's offices operated by federal, state, or local entities. The total grant funding available is $160,000. Priority is given to those not already receiving repayment benefits.

ACG/SMART Discontinued

Two federal grants available to Pell-eligible students as of 2006-07 were not funded beyond 2010-11. The Academic Competitiveness Grant (ACG) was for first-year students who completed a rigorous program of study in high school. The Science and Mathematics Access to Retain Talent (SMART) Grant was for upper-division students majoring in a math or science related field.

Pell Grant Offered Year-Round

Beginning with the 2009-10 academic year, students are now able to receive "year-round" Pell, which allows them to receive a Pell Grant throughout the academic year, including summer. About 10,700 students received year-round Pell, with an average annual award of $6,700. All institutions will participate in year-round Pell for the 2010-11 year.

Move to Direct Lending

Federal legislation (HR 4872) required all institutions participating in federal Stafford student loans to participate in direct loans, rather than bank-based lending. Although several institutions in Washington already participated in direct lending, many were required to convert systems as of July 2010.

Financial aid administrators received training on loan origination and reporting to the U.S. Dept. of Education and computer systems were adapted to accommodate the change. Student borrowers also had to sign new promissory notes; however, the interest rates, borrower benefits, and repayment obligations were largely unchanged. Despite the challenges faced by institutions, the change in systems does not appear to have resulted in decreased access to federal student loans in Washington.

Initiatives to Streamline the FAFSA

The U.S. Department of Education has taken several steps to simplify the Free Application for Federal Student Aid (FAFSA) for students and families. The great majority of applicants are using "FAFSA on the Web" and submitting electronic applications.

After students submit the FAFSA, estimates of Pell Grant and federal student loan eligibility are immediately provided. The "skip-logic" has been enhanced to ensure students are not presented questions that do not apply to their situation. Students also are able to seamlessly retrieve relevant tax information from the IRS through a data match between the departments.

HECB Student Financial Assistance Administration

The Student Financial Assistance (SFA) Division manages the college access and financial aid programs for the Higher Education Coordinating Board. The SFA division has responsibility for multiple statutory and legislatively assigned tasks, and works with 68 postsecondary institutions to ensure eligible students are served. Below are the vision, mission, and value statements developed for the HECB's SFA Division.

Vision

Improve Washington's future by expanding access, affordability, and achievement in higher education.

Mission

- **Inspire** Washington citizens to aspire to and achieve educational attainment.
- **Promote** the access and affordability opportunities provided by the state of Washington to its citizens.
- **Serve** students, families, schools, institutions, and others with excellence.
- **Support** innovation and efficient administration of programs and activities.
- **Provide** oversight, communication, and technical assistance to stakeholders.

Values

- Professionalism and respect
- Integrity and stewardship of public funds
- Honest and transparent communication and stakeholder involvement
- Internal and external accountability
- Innovation and creativity
- Efficiency and automation

Change in Leadership

After 25 years at the Higher Education Coordinating Board, John Klacik, former director of Student Financial Assistance, retired in November 2010. Rachelle Sharpe is currently serving as Acting Director, along with the seasoned management team including Julie Japhet, Associate Director overseeing SNG & Scholarships; Jeffrey Powell, Assistant Director overseeing SWS and Institutional Agreements; and Weiya Liang, Associate Director managing college access programs.

Imaging

The SFA division joined the Guaranteed Education Tuition (GET) division in implementing a Laserfische imaging system. The system will save a tremendous amount of staff time in filing and data entry, as well as reduce equipment and supply expenses associated with paper files, file storage, and printing. Once existing files have been imaged, considerable space will be available with a reduced need for file storage cabinets.

Amending a contract with GET enabled the SFA division to gain access to the imaging system along with the related support and integration services for a fraction of the cost of contracting an original system.

II. College Access Programs

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

GEAR UP is designed to raise educational aspirations among very low-income students beginning in middle school. GEAR UP provides support and services to assist them in graduating from high school prepared and motivated to enroll in postsecondary education. GEAR UP programs, offered in more than 100 school districts in Washington, also help students gain access to financial aid.

The Higher Education Coordinating Board, Office of the Governor, the University of Washington, the College Success Foundation, local school districts, and a number of national, state, and local organizations, collaborate through a partnership that provides service delivery.

According to a 2008 study by the Social and Economic Sciences Research Center at Washington State University, "GEAR UP students have more positive outcomes on virtually all measures of enrollment, persistence, and degree attainment."

- First year college enrollment rates were substantially higher in the GEAR UP group than the comparison group (72 percent vs. 45 percent).
- GEAR UP students persisted into the second year of college at higher rates (about four percentage points).
- Credential attainment within the five year period was proportionately greater among the GEAR UP students (more than 65 percent).

In 2010, GEAR UP had 42 state and 167 partnership programs nationwide. Combined, these programs served a total of 747,260 students.

Washington State GEAR UP has two direct service components: 1) the federally-funded GEAR UP Scholars Project and, 2) the state-funded GEAR UP for Student Success program. The HECB administers both programs and serves a combined total of approximately 3,900 students in 37 school districts.

As part of these efforts, GEAR UP offers:

- Tutoring and mentoring
- College and career planning information
- Access to financial aid
- Summer programs
- College visits
- Teacher training and professional development

In addition to the **State GEAR UP** program, Washington is home to 10 **GEAR UP Partnership** programs. Combined, these programs serve an additional 23,000 students in 76 school districts statewide. Included in this update are measures of student success, a summary of the 2009-10 scholarship disbursements by sector for the GEAR UP Grant I (1999-2005), and an update on new activities.

2009-10 Summary

GEAR UP provides several key enrichment activities for participating students. The GEAR UP Scholar's Project continues to enjoy very high student and family participation rates.

- 100 percent of students received tutoring, homework assistance, and/or academic enrichment activities.
- 96 percent of students and 80 percent of parents received counseling, advising, academic planning, and/or career counseling services.
- 75 percent participated in college visits and/or college student shadowing opportunities and achieved measurable success.
- 78 percent of students were performing at or above grade level in English or language arts classes.
- 67 percent of students were performing at or above grade level in math classes.

More than 370 students are receiving college scholarships as a result of their participation in Washington State's first GEAR UP program (1999–2005). The maximum scholarship award amount is $4,000. Table 1 shows the scholarships awarded by educational sector.

Table 1
GEAR UP Grant I (1999-2005)
Scholarship Recipients by Sector, 2009-10

Sector	Amount Paid	# of Students
Public Four-Year	$440,009	139
Private Four-Year	$100,610	31
Community & Technical Colleges	$481,045	194
Private Vocational	$34,439	12
Total	**$1,056,103**	**376**

Building outreach and access networks

A primary goal of the Washington State GEAR UP program is to engage in and encourage outreach and networking activities throughout the state, region, and nation.

In 2009-10:

- Washington State GEAR UP hosted the fourth annual GEAR UP West Regional Conference in Vancouver in October of 2010. About 350 participants from Washington, Oregon, Nevada, Wyoming, Idaho, Arizona, and Montana attended the two-day conference. More than 40 breakout sessions were held on topics ranging from fostering student academic success to working effectively with students in poverty and students of color.
- Washington State GEAR UP also organized statewide directors' meetings to formulate a policy for the GEAR UP community and coordinate college awareness and readiness campaigns.
- Washington State GEAR UP and partners played an important role in helping develop and support grassroots campaigns for national college access programs such as College Goal Sunday and KnowHow2GO.

"GEAR UP for Student Success" – a state-funded expansion

In 2007, Washington became the first state to create a state-funded model to expand GEAR UP services beyond the federal programs. In the 2007-09 biennium, the Legislature approved $2.5 million to the HECB in "Student Success" grants for 25 school districts. In the 2009-11 biennium, the Legislature initially approved funding of $3 million, which was later reduced to $2.5 million due to the state budget deficit. The districts served under this program are considered high poverty districts because more than 40 percent of their student population is eligible for the free and reduced price lunch program.

By targeting high poverty districts lacking structured college awareness programs, GEAR UP for Student Success serves 3,400 students in the 2011 graduating cohort. Each school demonstrated the ability and willingness to collaborate with the state's higher education institutions, businesses, and community-based organizations to address the needs of its student population with specific focus on raising high school graduation and college attendance rates.

The participating schools provide tutoring and mentoring services to prepare students academically for postsecondary education, provide college awareness and experiences to students and their families, and offer financial aid and college admissions information to students and their families. A summary of accomplishments is included in Table 2.

Table 2
GEAR UP For Student Success - Year 3 Activity Summary
2009-10 School Year

Category	Activity Hours	Total Participants*
Student Activities		
Tutoring and Mentoring	3,894 hours	3,958 students
College Prep Tests and Test Preparation	417 hours	5,169 students
School Based College Preparation	340 hours	8,510 students
College Campus Fairs and Visits	1,279 hours	5,133 students
Cultural and Educational Experiences	471 hours	960 students
Career Fairs and Visits	716 hours	4,734 students
Other Activities	599 hours	3,723 students
Staff Planning and Professional Development	1,623 hours	2,352 school staff
Family Activities	596 hours	10,835 students, staff, and family members
Totals	**9,934 hours**	**45,374 participants**

**Participants numbers include some duplication due to participation in multiple activities by the same person.*

In 2010, Washington State GEAR UP led a new initiative engaging college readiness project partners and 13 GEAR UP partner schools. Extending the work of the HECB College Readiness initiative, GEAR UP partnered with the College Readiness Project English Team, the Transition Math Project, and American College Test (ACT) to provide targeted math and language arts instruction, intervention, and support services to the Class of 2011 GEAR UP cohort through research-based and well-designed professional development opportunities.

The project is testing and evaluating intervention methods in math and language arts that result in improved college readiness among participants as evidenced by increased college placement test scores. By using treatment and control groups at GEAR UP schools to collect, compare, and assess data, the HECB can analyze the effectiveness of academic intervention and identify other factors that impact student performance.

Other project objectives include:

1. Incorporate rigor in the delivery of math and language arts.
2. Provide additional support to students to better prepare them for college curriculum and coursework.
3. Evaluate students to determine barriers and effective intervention methods for math and language arts.
4. Evaluate models that strengthen curriculum design and development through university/school collaborations.
5. Establish promising GEAR UP services to foster program innovation and improvement.

Seven GEAR UP schools were selected to participate in the treatment (professional development and subsequent implementation of new strategies) and six GEAR UP schools were selected as control group schools. Arroyo Research Services will provide evaluation design and implementation services for the project.

The ACT COMPASS, a common community college placement test, will be administered to all GEAR UP students as one measure of gains in college readiness as a result of the interventions. Other measures will include teacher surveys, focus groups, and interviews to determine changes in teacher knowledge, beliefs, and behaviors. The results of the project will be shared in June 2011.

College Bound Scholarship

Now in its fourth year, the College Bound Scholarship program provides financial assistance to low-income students who want to achieve the dream of a college education. The scholarship is available to students who meet income requirements for the free and reduced price lunch program and who sign up in their seventh or eighth grade year.

For students who fulfill the pledge, meet the income eligibility requirements, and enroll in an eligible institution, the scholarship will combine with State Need Grant to cover the cost of tuition and fees at the rate of public institutions plus $500 for books. The Legislature allocated $7.4 million in 2007, which was invested in the GET pre-paid tuition program. The funds have grown to more than $10 million and are expected to cover the first two years of payouts beginning in fall 2012.

As of December 2010, more than 70,000 students have applied for the College Bound Scholarship. For the first two cohorts, about 56 percent of eligible students applied. About 68 percent of the third cohort applied by the deadline. This is in large part due to the increasing number of seventh graders applying, as noted in Table 3.

Table 3

College Bound Scholarship: Sign-Ups by Academic Year (AY) & Cohort

Expected Grad Year	2012	2013	2014	2015	2016	Total Sign-Ups By Academic Year
Eligible Students	28,093	28,600	29,856	31,158		
AY 07-08	**8**	**7**				
Complete	9,046	6,110				15,156
AY 08-09	**9**[1]	**8**	**7**			
Complete	6,940	9,730	10,865			27,535
AY 09-10			**8**	**7**[2]		
Complete			9,581	12,787		22,368
AY 10-11				**8**[2]	**7**[2]	
Applied				1,726	3,238	4,964
% of Total Eligible	*56.9%*	*55.4%*	*68.5%*	*46.6%*	*N/A*	
Total Sign-up By Cohort Year	**15,986**	**15,840**	**20,446**	**14,513**	**3,238**	**70,023**

[1]First cohorts were given a one-year extension to apply as 9th graders in 2008-09.
[2]Preliminary numbers – includes incomplete applications

A data-sharing agreement with OSPI allows schools and the HECB to monitor the progress of College Bound students. The OSPI data show more than half of the College Bound scholars are students of color. Additionally, nearly 70 percent have GPAs of 2.0 and 19 percent have 3.5 or better.

As students enroll in College Bound, greater needs are emerging to provide support, college preparation services, and activities to scholars. The Board is leveraging a federal fund to contract with partners for support of scholars (see *College Access Challenge Grant* below). In addition, the Board is developing policies, procedures, and systems in preparation for disbursing the scholarship in 2012.

College Access Challenge Grant

The HECB has administered the federal College Access Challenge Grant (CACG) that provided Washington State with $1.1 million each year in 2008-09 and 2009-10, as well as $2 million for 2010-11. The purpose of CACG is to provide services and support to low-income, first-generation college students and their families in preparation for college and careers. The 2010-11 year begins a new five-year grant cycle that will require state applications each year.

The goals of the CACG align well with the HECB's strategic master plan to help prepare underserved students to attain postsecondary education. The Board set three priorities for the first two-years of CACG: 1) support the College Bound Scholarship; 2) support schools in providing college application, and financial aid information to families; and 3) propose innovative approaches to increase college attendance rates among low-income students.

In 2008-09, the following sub-grantees were selected through a competitive application process for a two-year grant period:

- College Success Foundation
- Community Foundation of North Central Washington
- Metropolitan Development Council
- Northwest Education Loan Association (NELA)

These organizations made excellent progress in the first two years (as outlined below), reaching increased numbers of low-income students and their families, and working collaboratively with college access programs statewide.

Supporting College Bound

The timing of the receipt of federal funds allowed the Board to direct CACG funds to the support of the College Bound Scholarship program promotion, outreach, and services.

To support schools in their College Bound sign-up efforts, the College Success Foundation placed counselors in each of the nine education service districts. Working with K-12 administrative staff, teachers, and community partners, the counselors worked with 230 school districts and 600 schools, reaching 42,000 low-income students and families. Outreach teams presented college-readiness programs, coordinated community-wide events, and assisted at the schools during conferences, open houses, and orientations.

The Metropolitan Development Council and Community Foundation of North Central Washington were able to work regionally in Tacoma and Wenatchee, respectively. Both organizations approached their communities comprehensively and worked with individual students to sign-up for College Bound and provide direct services to support their academic success.

Preparing for College and Financial Aid Awareness

Using a variety of interactive formats (*KnowHow2Go,* "I'm Going to College", etc.), NELA's activities allowed more than 6,000 sixth graders to participate in college awareness programs. Activities included campus visits, presentations outlining ways to prepare for college, financial aid workshops, and assistance in completing the FAFSA. In addition, CACG supported the College Goal Sunday initiative to support incoming students with completion of the FAFSA.

Expanding the College Going Culture

For the new grant cycle, the Board is targeting efforts to build and sustain a "college-going culture" in schools and communities, including support for students signed up for College Bound, rather than program promotion.

The sub-grantees are:

- College Success Foundation
- Western Washington University Campus Compact
- Northwest Education Loan Association
- Educational Service District 101
- University of Washington Office of Minority Affairs
- Washington State University's Imagine U Program
- Metropolitan Development Council

Washington Scholarship Coalition – *the*WashBoard.*org*

In 2009, the Washington Scholarship Coalition (WSC)[1] launched an online scholarship clearinghouse at www.theWashBoard.org, which is a student-centered website that supports finding and applying for scholarship opportunities in Washington. Free for both students and providers, this online resource streamlines access to scholarships by matching scholarship applicants with providers in one, easy-to-access website.

The program also aspires to increase degree completion, especially among low-income students, who benefit by gaining more knowledge about the range of scholarship opportunities available to support their educational aspirations.

TheWashBoard.org site enables scholarship providers statewide to share their scholarship information more efficiently with qualified students without adding to their marketing budgets. This is especially valuable for small, community-based groups who have seen donations to their scholarship programs decline during the recession.

On behalf of the Washington Scholarship Coalition, the Higher Education Coordinating Board hosts theWashBoard.org software application, develops and manages site content, provides free customer support services via web and telephone, and conducts limited data analyses. In cooperation with the Marketing Consultant hired by the Washington Scholarship Coalition, HECB staff members provide presentations and individual consultations to interested providers statewide.

As of December 2010, the program had 145 scholarship providers registered and 450 scholarships listed online. Awards averaged $2,400 with a total of $12.5 million in total support. There are more than 36,000 registered students that are seeking scholarships.

By June 2011, theWashBoard.org expects to have registered more than 300 scholarship providers and have attracted an additional 20,000 student users. Additionally, the Washington Scholarship Coalition will continue to partner with key communities and groups to deliver messages and outreach services to low-income and first generation students.

[1] The Washington Scholarship Coalition is a public-private partnership that includes nine organizations committed to increasing access to scholarships in Washington: College Planning Network, College Spark Washington, College Success Foundation, Greater Tacoma Community Foundation, Higher Education Coordinating Board, Independent Colleges of Washington, Northwest Dollars for Scholars, Northwest Education Loan Association, and Seattle Foundation.

III. SFA Trends & Highlights

Growth in Applications

Federal applications for student aid increased substantially in the last three years for a total increase of 57 percent. Applications for 2009-10 were up 15 percent from the previous year and 40 percent over the last two years. Midway through the 2010-11 year, more than 430,000 FAFSA applications have been submitted by either Washington residents or non-residents applying to Washington institutions.

FAFSA applications were basically flat from 2003 to 2007, when they began to rise dramatically. Statewide applications are expected to total about 500,000 for the 2010-11 academic year. This rapid increase in applications is placing an enormous burden on many Washington colleges and universities, whose staff review the financial information and make eligibility determinations.

Growth in Pell Grant Usage

Increasing numbers of FAFSA applicants are Pell Grant eligible. In 2007-08, about 44 percent were eligible; in 2009-10, about 50 percent were eligible; and as of November 2010, almost 53 percent of this year's applicants are Pell eligible. This represents a 9 percent total increase since 2007-08.

The maximum Pell Grant amount has increased in recent years after remaining flat between 2003-04 and 2006-07. The maximum award in 2006-07 of $4,050 increased to $5,550 in 2010-11.

With more eligible students and higher grant amounts, the total Pell reported funding for 2009-10 was nearly $399 million, covering 111,400 students with an average award of $3,600. This represented an increase of $156.5 million and 28,000 students from the previous year with an average award increase of nearly $700 per student.

Unprecedented Demand by SNG Eligible Students

With the recession has come increased enrollment. The increase in the number of needy students has outpaced program funding and has created extreme pressure for financial aid. The Legislature did provide increased support for the State Need Grant program in the current biennium in an effort to maintain its historic commitment to expanding aid to meet the increased cost of tuition and fees. But that support was not enough to cover the sharp increase in demand. These challenges persist and are predicted to continue in 2010-11 as high demand continues.

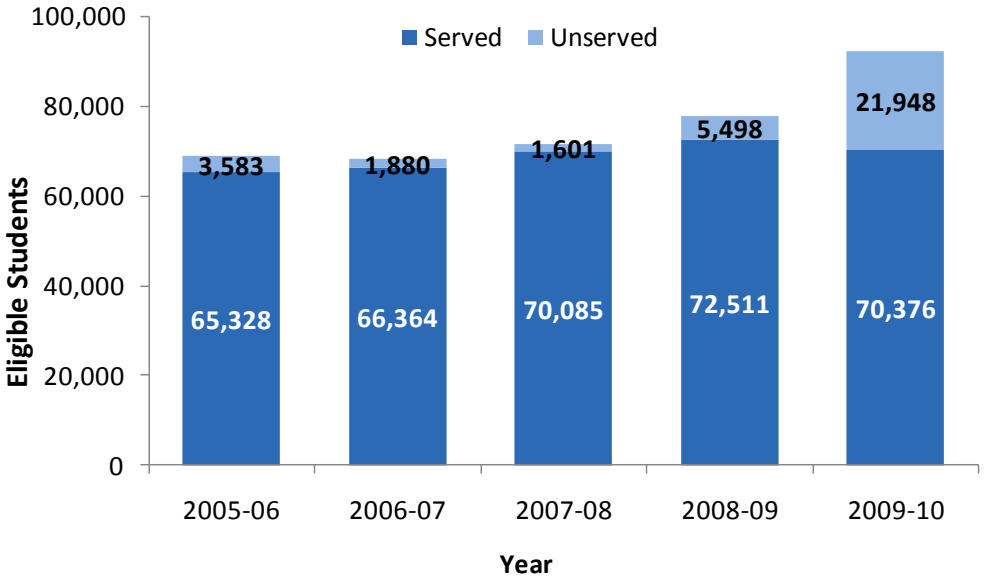
The total number of State Need Grant eligible students increased 18 percent from 78,009 in 2008-09 to 92,324 in 2009-10, as shown in Chart 1 below. Eligible students attending institutions that have run out of State Need Grant funds, and who do not receive a grant are considered un-served.

The number of un-served quadrupled from the previous year. The number un-served was nearly 22,000 in 2009-10 compared with 5,000 students in 2008-09. This trend of increased un-served students is expected to continue for 2010-11.

Eighty-one percent of these un-served students had family income at or below 50 percent of the median. In addition, there has been a five percent increase in the number of eligible students attending community and technical colleges over the last five years.

Chart 1 shows the increase in number of eligible students over-time, both served and un-served, and the growing gap between the two groups resulting from limited funding.

Chart 1
State Need Grant-Eligible Students: Served Versus Unserved

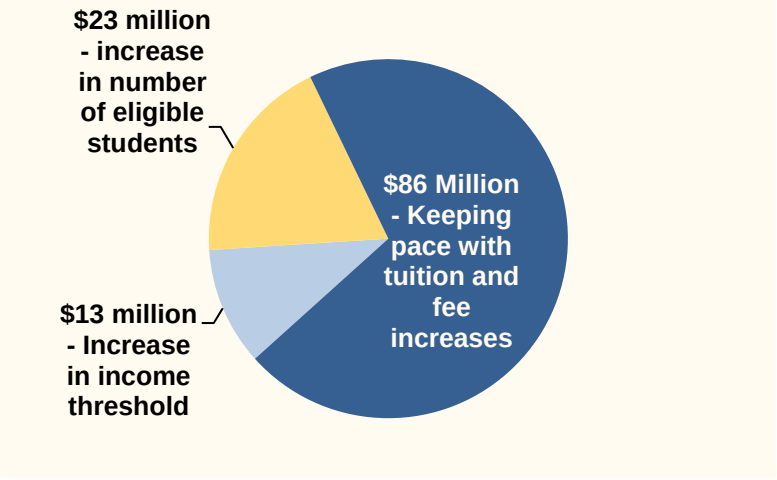


Tuition and Fee Increases Primarily Drive SNG Funding Growth

An analysis over several years of SNG funding growth indicates the primary reason for that growth is the Legislature's long-standing commitment to hold low-income students harmless from tuition and fee increases.

Chart 2 shows about 71 percent of the growth is associated with increased tuition and fees. Ten percent of the growth has resulted from raising the income cutoff, and nearly 19 percent is associated with an increasing eligible SNG population in the lowest income range.

Chart 2
Total SNG Increase from 2001-02 to 2009-10 of $122 Million by Source



Student Debt

In 2009, institutions began reporting all federal borrowing to the Higher Education Coordinating Board, including borrowing for non-need based aid recipients. About 85 percent of resident undergraduate borrowers also received need-based aid.

During the 2009-10 academic year, 59 percent of needy students received loans (108,476 borrowers). Of these needy student borrowers, 72 percent were resident undergraduates.

The average loan amount for resident undergraduate non-needy students was slightly higher than resident undergraduate needy students ($9,119 versus $7,411 respectively). Table 4 provides a summary of borrowing by sector for resident undergraduates.

Table 4
Resident Undergraduate Borrowers by Sector, 2009-10

Sector	Need-Based Aid Recipients with Loans*	Average Annual Loan	Non Need-Based Aid Recipients with Loans	Average Annual Loan
4-Year Public	32,660	$7,862	8,555	$10,757
2-Year Public	30,100	$5,404	3,859	$4,779
4-Year Private	9,513	$10,738	1,123	$11,046
Private Career	6,821	$8,919	436	$9,172
Total	**78,589**	**$7,411**	**13,913**	**$9,119**

*Students who transfer between sectors are counted in each sector; the total is an unduplicated count.

Portion of Need Covered by Aid

One measure of affordability is the extent to which sufficient financial aid covers the calculated need of students. Need is the difference between a student's cost of attendance and the student and family's ability to pay for those costs. Cost of attendance is the sum of tuition and fees plus estimated living expenses.

Because of substantial data limitations, an accurate picture of need met by student financial aid is difficult to calculate. The data limitations are most apparent in attempting to calculate aid for part-time students and for those enrolled for less than a full academic year. Therefore, this analysis focuses on resident undergraduate students enrolled full-time for the entire academic year.

In 2009-10, about 68,000 resident undergraduate students, or about 46 percent of all resident undergraduate students who received need-based financial aid, enrolled full-time for a full year. The calculated need of this population was an estimated $1.2 billion. About 85 percent – or $1 billion – of their need was met through financial aid programs.

Overall in 2009-10, 53 percent of need was covered by grants, scholarships, institutional aid, and work study. The other 47 percent was left either to be covered by federal loans or through other sources, such as non-work study employment, credit card debt, private loans, family assistance, or other financial sources.

Table 5 shows the breakdown of need met by aid by sector. Table 6 compares the last three years which shows slightly fewer students are attending full-time all year and need covered by aid is slightly decreasing.

Table 5
2009-2010 Need Covered by Aid Type, by Sector
Resident Undergraduate, Need-based Aid Recipients Attending Full-Time All Year
(In millions)

Sector	Public 4-Year	Private 4-Year	Community/ Technical	Private Career	Overall
Student Headcount[1]	29,643	8,334	27,450	2,302	67,728
Total Need (in millions)	$491	$259	$383	$56	$1,188
Total Aid (in millions)	$460	$240	$268	$39	$1,007
% of need met by grants	52%	57%	48%	23%	51%
% of need met by work study	2%	3%	3%	0%	2%
% of need met by loans	40%	33%	19%	46%	32%
% of need met by grants, scholarships, institutional aid, & work study	54%	60%	51%	23%	53%
% of need left to be covered by loans and other sources[2]	46%	40%	49%	77%	47%

[1] Students who transfer between sectors are counted in each sector; the total is an unduplicated count.

[2] Percent of loans plus unmet need. Other sources could include employment outside of work study, credit card debt, assistance from family members, or any other financial sources not captured on the Unit Record Report.

Table 6
Need-based Resident Undergraduates

A Three Year Comparison of Need Covered by Financial Aid		
Academic Year	**Percent Attending Full-time, All Year**	**Percent of Need Met by Financial Aid**
2007-2008	51%	90%
2008-2009	49%	88%
2009-2010	46%	85%

IV. State Financial Aid in 2009-10

Overview

In 2009-10, a total of $2.2 billion was provided to about 183,000 needy Washington students from state, federal, and other sources. This represents an increase of about a $403 million and 39,000 students (30 percent) from 2008-2009.

Total aid disbursed was in the form of grants, work study, and loans. As in previous years, the federal government provided the majority of the aid. About 70 percent of the federal aid was in the form of loans, down 5 percent from the previous year. Pell grants made up a larger portion – a 6 percent increase of the federal component.

State aid accounted for 12 percent of the total aid. This included $248 million disbursed through programs administered by the Higher Education Coordinating Board. About 75,200 unique students attending 85 colleges and universities received state assistance last year through these programs.

About 89 percent of state aid disbursed by the HECB is in the form of grants and scholarships; the remaining 11 percent is in the form of work study, and a small percent represents forgivable loan programs.

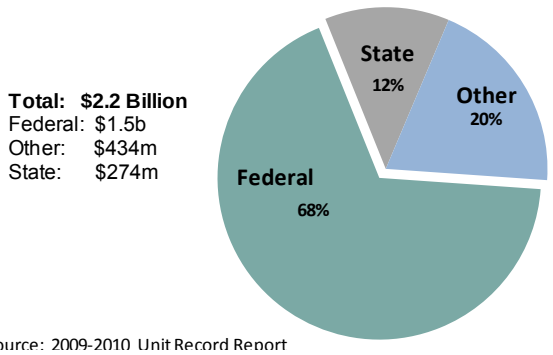
The number of need-based aid recipients attending community and technical colleges increased in 2009-10, a shift from public and private four-year institutions. Over 2008 – 2010, the overall number of need-based aid recipients attending community and technical colleges increased from 46 percent in 2008-09, to 53 percent 2009-10.

The figures in Charts 3 and 4 represent state, federal, institutional, and other private sources of financial aid disbursed to Washington students for the 2009-10 academic year, as reported on the Unit Record Report. The Unit Record Report includes all aid received by needy students at the 68 colleges and universities currently participating in the State Need Grant program.

This report does not address alternative financing methods such as private loans, credit card debts, or federal tax credits that may be used by some students and their families.

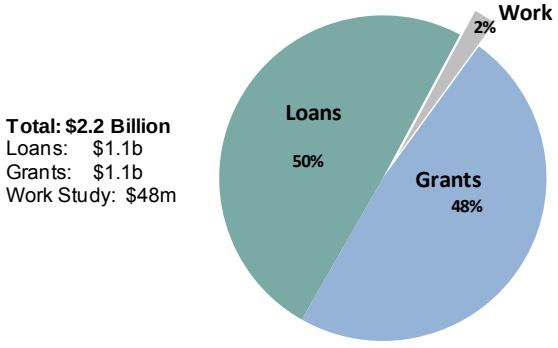
Sources and Types of Aid to Needy Students in Washington
2009-10 Academic Year

Chart 3
Financial Aid by Source



Source: 2009-2010 Unit Record Report

Chart 4
Financial Aid by Type



Source: 2009-2010 Unit Record Report

Financial aid expenditures by program

Table 7 provides a program-by-program accounting of state student aid programs administered by the Higher Education Coordinating Board that provided dollars directly to students.

About 95 percent of the total funds administered by the HECB goes to the need-based programs. Of the other rest: 3 percent is directed to workforce programs, and 2 percent goes to merit programs.

The estimated expenditures for 2010-11 reflect the appropriations as of the 2010 Supplemental Budget with reductions and suspensions for the second fiscal year, as well as the anticipated 6.287 percent across-the-board reduction directed by the governor in October 2010.

Table 7
State Financial Aid Program Funding to Students: 2009-10 and 2010-11

Public Purpose	Program	2009-10 Dollars Expended	2009-10 # of Recipients	2010-11 Estimated Expenditures	2010-11 Estimated # of Recipients
Opportunity for Equitable Access	**State Need Grant** Need-based grant for up to five years of study for low-income undergraduates whose current income is 70 percent or less of median family income. Includes less-than-halftime students	$211 m	70,000	$220 m	70,000
	State Work Study Part-time work for financially needy undergraduate and graduate students	$20.1 m	8,875	$15.6 m	7,600
	Educational Opportunity Grant[2] Need-based grant for transfer students in their junior and senior years of college	$2.6 m	1,158	$1.1 m	500
	Passport to College Promise Program for Foster Youth Comprehensive scholarships and support program for eligible former foster youth	$1.3 m	318	$.9 m	396
Affordability & Merit	**Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Scholarships** Provides scholarships to needy or disadvantaged students who participate in an early awareness and outreach program	$1.06 m	376	$1.0 m	300
	American Indian Endowed Scholarship Endows a fund from which annual scholarships for financially needy undergraduate students with close social and cultural ties to American Indian community	$17,368	16	$9,000	12
Merit	**Washington Scholars** Four-year merit scholarships to high school students in the top 1% of their class from each of the 49 state legislative districts	$2.7 m	408	$2.5 m	379
	Washington Award for Vocational Excellence[3] Two-year merit scholarship for outstanding vocational students from each of the 49 state legislative districts	$1.1 m	258	$1.1 m	266
Targeted to Employment Shortages	**Alternative Routes to Teaching**[3] Helps school districts recruit teachers in subject & geographic shortage areas	$2.2 m	466	$1.6 m	333
	Future Teachers Conditional Scholarship[4] Conditional scholarships or repayments toward federal student loans for students pursuing teaching certificates or current teachers pursuing endorsement in select, high-demand subject areas	$1.1 m	196	$.6 m	96
	Get Ready for Math & Science[3] (Conditional scholarships for a cohort of students who commit to majoring in math or science and working for three years in a math or science profession in the state of Washington)	$0	0	$7.25 m	101
	Health Professional Loan Repayment & Scholarship Programs[4] Provides loan repayment assistance to licensed primary care health professionals and students training for these fields	$4.3	273	$2.8 m	230
	WICHE Professional Student Exchange Conditional scholarships to study optometry or osteopathy, programs not offered in Washington	$203,400	12	$.1 m	9
Total		**$248 m**	**82,400**	**$248 m**	**80,200**

[1] Includes federal LEAP and SLEAP funds, and only for activities related to aid for students.

[2] Educational Opportunity Grant was eliminated as a separate program in 2009. The eligibility criteria were placed into the State Need Grant statute, however, the sub-program was not funded for 2010-11. Only continuing students will be served in 2010-11 and no new commitments to new students will be made.

[3] The HECB is the fiscal agent for these programs.

[4] The expenditure represents funds appropriated from previous years as well. Current year appropriations are committed to eligible students for the anticipated duration of their academic program which may extend over multiple years.

In 2009-10, the Higher Education Coordinating Board also was responsible for administering activities that indirectly benefit students, including:

- The **Community Scholarship Matching Grant (CSMG)**, which provided $200,000 in state funding to 100 community-based 501(c)(3) organizations. The funds were used as matching dollars for scholarship raised by the organizations. In addition, per budget proviso, $46,000 was provided to the Northwest Dollars for Scholars organization for its work to develop community-based scholarship programs.
- The **College Assistance Migrant Program (CAMP)**, which provided $25,000 in state funds to supplement the federal CAMP program at six colleges. The funds are used for educational services to migrant and seasonal farm workers and their children.
- The **Child Care Grant Program,** which provided $77,000 to four-year public institutions to help promote high-quality, accessible and affordable child care for students. A separate program for the two-year public institutions was administered by the State Board for Community and Technical Colleges.

CSMG and CAMP were subject to the FY 11 reductions. As a result, CSMG is expected to serve seven fewer community organizations while CAMP will offer reduced grants to the institutions.

Fund Utilization

HECB staff members strive to achieve a 100 percent expenditure of appropriated aid each year. This was achieved for the state's major grant and work programs in 2009-10. The HECB has the authority to transfer limited amounts between certain programs and the flexibility to carry unexpended funds forward into the next fiscal year.

The 2007-09 budget provisos instructed the Higher Education Coordinating Board to transfer certain unexpended student aid funds into the State Education Trust Account (SETA, RCW 28B.92.140). The SETA account can be used to fund awards for any needy student, but the first priority is to fulfill the state's scholarship commitment to GEAR UP students. A review of the GEAR UP program is provided on page 8. Table 8 and Table 9 include transfers and carry forward funds at the conclusion of the 2009-10 year.

Table 8
Transfers for 2009-10

Transfer FROM program	Transfer TO program	Amount
State Work Study	State Need Grant	$445,000

Table 9
Carry Forward into 2010-11

Program	Amount
Educational Opportunity Grant	$243,426
State Need Grant	$243,437
State Work Study	$1,157,123
WAVE (Washington Award for Vocational Excellence)	$156,005
Washington Scholars	$193,115

*The carry forward amounts for these programs originated in 2006-07 and therefore were not subject to the 2007-09 budget proviso that instructs unexpended funds be deposited into SETA.

Award Amounts

The value of the 2010-11 awards in the State Need Grant, Washington Scholars, Washington Award for Vocational Education, and Future Teachers programs kept pace with public sector tuition and fee increases. However, Washington Scholars was prorated to cover 90 percent of tuition.

Award amounts for the Passport to College program for foster youth were reduced significantly (50 percent) to serve the increasing number of enrolled students and fund the student support services.

The value of awards in all other programs remained relatively unchanged compared to the previous year. Table 10 and Table 11 display the value of the award for each program.

Table 10
Maximum Award Amounts by Program 2010-2011

Program	Annual Award
Alternative Routes to Teaching	$8,000
American Indian Endowed Scholarship	$500-$1,000
Educational Opportunity Grant	$2,500
GEAR UP	$4,000
Passport to College	$3,000
Health Professional Loan Repayment	$25,000
Health Professional Scholarship	$25,000
State Work Study	Amount may not exceed the student's need

Table 11
Maximum Award Amounts by Program & Sector 2010-2011

Sector	Future Teachers	State Need Grant	WAVE	Scholars
Research	$8,544	$7,717	$8,021	$6,840
Comprehensive	$6,120	$5,575	$5,747	$4,963
Private Four-Year	$8,544	$7,717	$8,076	$6,840
Community & Technical Colleges	$3,144	$2,682	$2,947	$2,959
Proprietary	n/a	$2,682	$8,076	n/a

V. State Need Grant Program Brief

The State Need Grant is Washington's largest financial aid program assisting low-income resident undergraduate students with the cost of college. About 70,000 students will receive nearly $220 million in assistance through SNG in 2010-11.

State Need Grant is a broadly accessible program serving a diverse group of students, including young students just graduating from high school, returning adult students, recently unemployed, and students with children.

The State Need Grant program forms the base of support for several early outreach initiatives offering an early promise of the grant including the College Bound Scholarship offered to middle school students (see page 9) and the Opportunity Internship program for high school students in technical career pathways (see page 3).

SNG funds are distributed through the HECB to each institution based on their eligible student population. The institutions identify eligible students and package SNG awards.

Budget summary

Table 12 indicates that in 2009-10 the Board had $210.5 million available, including about $1.2 million in federal matching funds, for SNG awards to students at 68 participating institutions. This level of funding allowed the Board to serve about 70,000 students. The total funding will increase to more than $220 million in 2010-11, with $1.4 million in federal matching funds, and is expected to serve about 68,000 students.

The Legislature provided additional support in the current biennium to keep pace with tuition and fee increases, a practice it has followed for last 18 years. The 2010 Supplemental Budget kept SNG funding intact; however the program may be affected by FY 11 supplemental budget rescissions.

Table 12
State Need Grant Budget Summary*

	2009-10	2010-11
State Appropriation	$210,343,229	$220,227,882**
Federal LEAP/SLEAP Funds	$1,272,246	$1,387,478
SNG Available for Grants	$211,615,475	$221,615,360
Carry Forward SNG	$0	$243,437
Students Served (headcount)	69,690	68,000 (est.)
Unserved eligible students (FTE) excluding less-than-halftime	17,168	Over 25,000 (est.)

*Does not include Less-than-Halftime funding
** Anticipates the 6.287% across-the-board reduction requested in October 2010

All or nearly all of the general funds appropriated to the SNG program have been fully expended for the last several years as shown in Table 13, and staff anticipate this trend to continue.

Table 13
State Need Grant Percent of General Fund Expended
FY 2001-02 through FY 2010-11
(in millions)

Year/Biennium	General Fund State Appropriation	Percent Expended
FY 2001-02	$ 90.6	100%
FY 2002-03	$104.9	99%
FY 2003-04	$111.6	100%
FY 2004-05	$124.9	100%
FY 2005-06	$153.3	99%
FY 2006-07	$166.1	100%
FY 2007-08	$181.5	100%
FY 2008-09	$193.8	100%
FY 2009-10	$210.3	100%
FY 2010-11	$220.2	100%

Growth in eligible students

In the 2009-10 academic year, a record 22,000 State Need Grant-eligible students were not served. This increase in un-served students was expected based on the increases in FAFSA applications and enrollments. Staff expect the number of un-served students to continue to increase in the 2010-11 academic year.

About 70,000 students received a State Need Grant in 2009-10. Although the number of served recipients decreased slightly from 2008-09, the number of FTE (full-time equivalent) rose a small amount. This indicates slightly fewer students were served, but more students were enrolled full-time compared with 2008-09. In addition, a higher percentage of all students served were in the lowest-income range and received higher awards. This further reduced the number of students served overall.

Award amounts by income category

The 2009 Legislature reduced the dollar total for SNG awards for those with family incomes between 50 and 70 percent of the state's Median Family Income. This allowed the program to serve the same number of students it served prior to the recession, but resulted in lower award amounts for students in those income categories.

For 2009-10 and 2010-11, award amounts were prorated in five income categories as shown in Table 14.

Table 14
SNG Award Prorations, 2009-10

MFI Ranges	0-50%	51-55%	56-60%	61-65%	66-70%
Percent of Award	100	70	65	60	50

Awards as percent of tuition

SNG award amounts vary by sector and as a percentage of tuition, as displayed in Table 15. Last year, the awards ranged from 91 percent of tuition at the public research institutions to 98 percent of tuition at the community and technical colleges. The Governor and Legislature provided sufficient funding to raise grant amounts to cover all public sector tuition increases on a dollar-for-dollar basis. However, there was no significant progress in closing the gaps between the total tuition costs and the grant award amounts.

Table 15

State Need Grant Awards as a Percent of Public Tuition, by Sector for 2009-10 & 2010-11

Sector	Max. SNG Award 09-10	SNG Award as % of Tuition 09-10 [2]	Max. SNG Award 10-11	SNG Award as % of Tuition 10-11 [2]
Research/Private 4 year	$6,876	91.3%	$7,717	90.4%
Comprehensive	$5,030	92.9%	$5,575	91.2%
CTC/Private Voc	$2,690[1]	98%[1]	$2,682[1]	97%[1]

[1]The CTC sector has for the past several years been implementing a credit-by-credit tuition policy. Therefore there is a different tuition and SNG award for each credit level between 12 and 15 credits; the average SNG award covers 97 percent of the average tuition between 12 and 15 credits.

[2]The SNG awards have been lowered to accommodate for a Pell offset which impacts the percentage of tuition and fees that the SNG award would typically cover, the above percentages consider award values prior to Pell offset.

SNG student profile

Table 16 provides a profile of the students who received a State Need Grant award during the 2009-10 academic year. About 86 percent of SNG recipients enrolled in fall were enrolled full time. About 62 percent were considered to be financially independent from their parents, based on federal criteria. In addition, 48 percent were over the age of 23.

The average income for State Need Grant students decreased from the previous year. Dependent students' average income was over $29,000, which was $2,700 less than 2008-09. Independent students' average income was about $15,000, a decrease of nearly $1,300 from the previous year.

Table 16

State Need Grant Student Profile, 2009-10

Age Categories	
< 21	36%
21 - 23	16%
> = 24	48%
Median age =	23
Gender	
Female	60%
Male	40%
Dependent Students	
% Dependent	38%
Average Parent Income	$29,378
Independent Students	
% Independent	62%
Average Income	$14,949

Students with Families	
Married	15%
Married with Children	11%
Single Parents	21%
Race/Ethnicity	
American Indian	3%
Black	8%
Other/Unknown	10%
Hispanic	10%
Asian/Pacific Islander	13%
White	57%

Source: 2009-10 Unit Record Report

Sector and institution breakdown of SNG

Tables 17-20 reflect dollars expended in 2009-10 and reserves committed to each institution and sector for 2010-11.

Table 17

State Need Grant, by Sector, 2009-10 Expenditures & 2010-11 Reserves

Sector	2009-10 Amount Expended	2009-10 Served FTEs[1]	2010-11 Amount Reserved[2]
Research	$68,905,466	11,402	$69,845,730
Comprehensive	$38,784,664	8,570	$39,503,974
Private Four-Year	$23,769,910	3,883	$24,764,475
Community & Technical Colleges	$74,001,381	30,607	$77,949,771
Private Career	$5,093,542	2,101	$5,501,409
Total	**$210,554,963**	**56,563**	**$217,565,359**

[1]Full-time equivalent enrollment, not actual headcount.

[2]Includes matching federal LEAP funds and excludes Less-than-Halftime Pilot Project. Initial allotments only –more will be released as the academic year progresses if funds are available.

Source: 2009-10 Portal General Ledger and 2010-11 SNG Final Interim Report

Table 18

State Need Grant in Public Four-Year Institutions
2009-10 Expenditures & 2010-11 Reserves

	2009-10 Amount Expended	2009-10 Served FTEs[1]	2010-11 Amount Reserved[2]
Research			
University of Washington	$41,535,336	6,949	$42,313,171
Washington State University	$27,370,130	4,453	$27,532,559
Comprehensive			
Central Washington University	$10,977,245	2,451	$11,650,639
Eastern Washington University	$11,515,722	2,494	$11,844,095
The Evergreen State College	$6,308,561	1,429	$6,076,590
Western Washington University	$9,983,136	2,195	$9,932,650
Private Four-Year			
Antioch University	$336,061	54	$352,347
Bastyr University	$347,627	59	$323,478
Cornish College of the Arts	$923,567	153	$888,347
DigiPen	$419,774	67	$396,114
Gonzaga University	$2,369,865	377	$2,472,825
Heritage University	$2,885,117	464	$3,141,786
Northwest College of Art	$97,443	16	$109,453
Northwest University	$1,002,187	166	$1,088,102
Pacific Lutheran University	$3,521,753	592	$4,065,374
Saint Martin's University	$1,812,736	300	$1,677,391
Seattle Pacific University	$2,265,793	363	$2,737,450
Seattle University	$3,506,629	567	$2,988,178
University of Puget Sound	$841,451	137	$903,825
Walla Walla University	$837,970	134	$807,175
Whitman College	$424,028	73	$454,361
Whitworth College	$2,177,909	363	$2,358,269

[1]Full-time equivalent enrollment, not actual headcount

[2]Includes matching federal LEAP funds and excludes Less-than-Halftime Pilot Project. Initial allotments only –more will be released as the academic year progresses if funds are available.

Source: 2009-10 Portal General Ledger and 2009-10 SNG Final Interim Report

Table 19
State Need Grant in Community and Technical Colleges
2009-10 Expenditures & 2010-11 Reserves

Community & Technical Colleges	2009-10		2010-11
	Amount Expended	Served FTEs[1]	Amount Reserved[2]
Bellevue Community College	$2,216,271	949	$2,045,031
Big Bend Community College	$1,652,323	687	$1,640,115
Cascadia Community College	$401,008	184	$529,664
Centralia College	$1,436,650	621	$1,617,328
Clark College	$4,479,178	1,781	$5,018,639
Columbia Basin College	$2,913,812	1,173	$2,696,286
Edmonds Community College	$2,823,227	1,155	$3,052,306
Everett Community College	$2,050,843	855	$2,290,985
Grays Harbor College	$1,170,541	492	$1,328,965
Green River Community College	$2,252,487	996	$2,635,331
Highline Community College	$2,646,425	1,084	$2,118,017
Lower Columbia College	$2,277,770	983	$2,744,467
North Seattle Community College	$1,121,160	452	$1,260,000
Northwest Indian College	$296,334	112	$237,068
Olympic College	$1,918,489	790	$2,015,352
Peninsula College	$985,800	406	$1,201,328
Pierce College	$2,102,592	869	$2,711,615
Seattle Central Community College	$2,772,975	1,175	$2,954,912
Shoreline Community College	$1,696,551	740	$1,814,297
Skagit Valley College	$1,715,688	799	$1,866,602
South Puget Sound Community College	$1,967,210	855	$2,308,922
South Seattle Community College	$1,329,310	576	$1,334,885
Spokane Community College	$7,562,863	3,031	$7,016,581
Spokane Falls Community College	$4,823,386	1,922	$4,603,902
Tacoma Community College	$3,603,247	1,481	$3,762,329
Walla Walla Community College	$1,795,476	729	$1,724,407
Wenatchee Valley College	$2,556,251	1,032	$2,588,130
Whatcom Community College	$1,355,719	572	$1,732,311
Yakima Valley College	$3,394,601	1,418	$3,352,217
Bates Technical College	$971,021	381	$892,237
Bellingham Technical College	$1,393,837	585	$1,492,475
Clover Park Technical College	$2,103,558	819	$2,725,334
Lake Washington Technical College	$1,053,062	441	$1,408,099
Renton Technical College	$806,119	325	$901,505
Seattle Vocational Institute	$335,598	137	$328,129

[1] Full-time equivalent enrollment, not actual headcount

[2] Includes matching federal LEAP funds and excludes Less-than-Halftime Pilot Project. Initial allotments only –more will be released as the academic year progresses if funds are available.

Source: 2009-10 Portal General Ledger and 2009-10 SNG Final Interim Report

Table 20
State Need Grant in Private Career Institutions
2009-10 Expenditures & 2010-11 Reserves

Private Career	2009-10		2010-11
	Amount Expended	Served FTEs[1]	Amount Reserved[2]
Art Institute of Seattle	$1,305,287	539	$1,227,271
Clare's Beauty School	$100,310	39	$126,500
Divers Institute of Technology	$54,315	21	$43,452
Everest College (formerly Bryman)	$509,379	207	$584,997
Gene Juarez Academy	$634,275	258	$677,370
Glen Dow Academy	$198,536	82	$183,662
Interface Computer School	$209,021	85	$211,814
International Air Academy	$109,785	50	$334,045
ITT Technical Institute-Seattle	$180,391	71	$255,560
ITT Technical Institute-Spokane	$1,058,704	445	$1,206,636
Perry Technical Institute	$733,539	304	$650,102

[1] Full-time equivalent enrollment, not actual headcount
[2] Includes matching federal LEAP funds and excludes Less-than-Halftime Pilot Project. Initial allotments only –more will be released as the academic year progresses if funds are available.
Source: 2009-10 Portal General Ledger and 2009-10 SNG Final Interim Report

VI. State Work Study Program Brief

Washington's State Work Study (SWS) program, the largest and second oldest of its kind in the United States, will enable about 7,600 students to earn an estimated $23 million in 2010-11. State Work Study is designed to assist a broader band of students than those served by the State Need Grant, and complements grant and scholarship aid.

The majority of SWS students are from families with low incomes who qualify for the State Need Grant or federal Pell grants. However, SWS is also available students with slightly higher family incomes and have need-based eligibility. About 14 percent of SWS recipients are graduate and professional students.

State Work Study work experiences often relate directly to academic or career interests, providing students the opportunity to help pay for college while developing real-world job skills for future careers. There are several projects within SWS that facilitate placements in high demand fields, math and science classrooms, and community service organizations.

As program administrator, the Higher Education Coordinating Board assigns institutional SWS allocations based on student needs and institutional capacity. Individual award amounts are then determined by the institution, based on each student's demonstrated financial need and packaging policies.

Participating employers pay the students and are reimbursed for a portion of these earnings, typically between 50 and 80 percent. This year, 55 institutions and about 2,000 employers contract to participate in the SWS program.

Recent Legislative Changes

With the FY 11 budget reduction, the Legislature implemented changes to reduce non-resident participation, and increase employer match rates. For-profit SWS employer matches on gross student wages were increased from 35 to 50 percent in 2010-11. Most non-profit employers, including all public institutions of higher education, saw match rates increase from 20 to 30 percent.

It is too early to fully estimate the impact to employer participation levels resulting from increased match expectations. Employer participation has been declining, and 2010-11 expenditures are lagging prior years at the same point in time.

While policy makers directed the program toward elimination of non-resident eligibility, some flexibility was allowed for program transition after 35 years of established practice. With the goal of ensuring continuity for SWS employers, institutions were given a minimal flexibility to continue serving existing non-resident students in the program.

Each institution was given a maximum dollar cap based on either a portion of current allocation or previous expenditures, whichever is less. As a result of this cap, all institutions are reducing non-resident expenditures by a minimum of 75 percent. Approximately five percent of program funds will serve non-residents in the current year.

With funding cuts, employer match rate increases, and non-resident participation restrictions the program will look very different in 2010-11. It is too early to fully assess the impacts to the State Work Study program.

Although 2,500 fewer students will participate in the program, a greater proportion will be residents. With unprecedented changes to program funding levels and key policy drivers, it will take time, but the program will adjust with collaboration from institutions and employers.

Budget summary

As shown in Table 21, in 2009-10 about 8,900 students earned more than $26.8 million through State Work Study. The employer match component of student wages represented about $6.8 million of this total. The remainder came from state appropriations and a small amount of federal matching dollars ($324,312). The average earnings were about $3,000 per student.

Table 21
SWS Budget Summary, 2009-10

Earnings	
State Portion of Wages	$20,050,953
Employer Match (25%)	$6,781,228
Total Earnings	$26,832,181
Funding Sources	
SWS Appropriation	$21,989,937
SFA Transfer	-$445,000
Federal Funds	$324,312
Prior Year Carry Forward	$203,421
Agency Savings	$15,001
	$22,087,671
Expenditures	
State Portion of Wages	$20,050,953
SWS Special Project Administrative Grants	$164,924
Admin. Allowance to Public Institutions	$428,802
HECB Administration	$285,869
Total Expenditures	$20,930,548
*Carry Forward to 2010-11	$1,157,123

With a 2010-11 appropriation of $15.6 million for SWS operations (post 6.287 percent rescission), the HECB expects to serve an estimated 7,600 students.

The vast majority of SWS appropriated funds have been fully expended for the last several years as depicted in Table 22.

In response to deep state funding cuts to SWS in 2010-11, several SWS institutions altered their normal awarding practices, including eliminating summer SWS awards. This early action for 2010-11 affected 2009-10 expenditures. Additionally, a one-time infusion of federal stimulus funding in Federal Work Study contributed to reduced utilization of SWS resources. However, staff anticipate increased institutional/student demand for SWS dollars and overall program adjustment to recent policy changes will stabilize expenditure patterns for 2010-11.

Table 22
State Work Study Percent of General Fund Expended
FY 2001-02 through FY 2010-11

Year/Biennium	General Fund State Appropriation	Percent Expended
FY 2001-02	$17.4 million	100%
FY 2002-03	$17.04 million	100%
FY 2003-04	$17.0 million	100%
FY 2004-05	$17.9 million	100%
FY 2005-06	$17.9 million	99%
FY 2006-07	$19.4 million	100%
FY 2007-08	$20.3 million	100%
FY 2008-09	$21.3 million	100%
FY 2009-10	$21.9 million	95%
FY 2010-11	$15.6 million*	N/A

*Post 6.287% rescission

Ratio of needy students served

As college costs increase and the number of needy students grows, the proportion of needy students being served by the program has declined. During 1999-00, one in 12 financially needy students received a SWS award compared with one in 17 currently. In addition, the proportion of college costs offset by SWS earnings has decreased over time, moving from 15 percent in 2001-02 to 12 percent in 2009-10.

Sector and institution breakdown

Table 23 and Table 24 reflect the 2009-10 earnings and number of SWS students by sector and by institution.

Table 23
Gross Earnings of State Work Study Students, by Sector, 2009-10

Sector[1]	Amount Earned	# Students[2]	Avg. Earnings
Public Four-Year	$8,288,584	2,949	$2,811
Private Four-Year	$8,951,775	2,727	$3,283
Community & Technical Colleges	$9,591,822	3,226	$2,973
Total	**$26,832,181**	**8,875**	**$3,023**

[1] For-profit institutions are not eligible to participate
[2] Students who transfer between sectors are counted in each sector; the total is an unduplicated count
Source: 2009-10 Unit Record Report

Table 24
Gross Earnings of State Work Study Students, by Institution, 2009-10

	Amount Earned	# of Students
Research		
University of Washington	$2,241,942	598
Washington State University	$1,815,615	970
Comprehensive		
Central Washington University	$1,328,947	357
Eastern Washington University	$1,021,605	380
The Evergreen State College	$568,071	204
Western Washington University	$1,312,404	440
Private Four-Year		
Antioch University	$35,291	5
Bastyr University	$228,869	155
Cornish College of the Arts	$300,578	162
Gonzaga University	$1,853,888	469
Heritage University	$141,023	65
Northwest University	$155,041	44
Pacific Lutheran University	$1,219,176	316
Saint Martin's University	$133,289	45
Seattle Pacific University	$1,026,452	311
Seattle University	$1,943,133	418
University of Puget Sound	$1,006,074	337
Walla Walla University	$216,918	77
Whitman College	$209,830	152
Whitworth University	$482,213	171
Community & Technical Colleges		
Bellevue Community College	$251,979	84
Big Bend Community College	$212,922	107
Cascadia Community College	$93,910	22
Centralia College	$115,272	31
Clark College	$653,629	193
Columbia Basin College	$335,341	115
Edmonds Community College	$302,431	79
Everett Community College	$258,897	115
Grays Harbor College	$138,585	53
Green River Community College	$0	0
Highline Community College	$290,265	96
Lower Columbia College	$648,809	258
North Seattle Community College	$466,075	131
Northwest Indian College	$25,610	16
Olympic College	$79,398	17
Peninsula College	$128,022	42
Pierce College	$329,040	96
Seattle Central Community College	$217,949	69
Shoreline Community College	$248,651	102
Skagit Valley College	$152,431	68
South Puget Sound Community College	$151,060	46
South Seattle Community College	$185,976	62
Spokane Community College	$791,351	182
Spokane Falls Community College	$729,901	224
Tacoma Community College	$867,891	200
Walla Walla Community College	$130,399	39
Wenatchee Valley Community College	$247,802	150
Whatcom Community College	$360,225	145
Yakima Valley College	$422,421	173
Bates Technical College	$177,912	65
Bellingham Technical College	$113,707	38
Clover Park Technical College	$176,585	57
Lake Washington Technical College	$150,488	57
Renton Technical College	$127,286	83
Seattle Vocational Institute	$9,602	11

Source: 2009-10 Unit Record Report

SWS student profile

As shown in Table 25, 53 percent of SWS students met the federal definition of an "independent" or nontraditional student in 2009-10. These students had an average family income of $12,358. This is about $1,500 less than the previous year. For dependent students, family income averaged $45,119, a reduction of nearly $2,800 from the previous year.

Consistent with the long-standing SWS service priority to Washington residents, the great majority of participating students were residents. The program did serve a reduced portion of non-resident students (13 percent) in 2009-10. This percentage will decline significantly in 2010-11 based on the Legislature's directive in this area. In addition, SWS is the only state need-based program to serve graduate students.

Table 25
State Work Study Student Profile, 2009-10

Age Categories	
< 21	42%
21 - 23	19%
> = 24	39%
Median age =	21
Gender	
Female	66%
Male	34%
Dependent Students	
% Dependent	47%
Avg. Parent Income	$45,119
Independent Students	
% Independent	53%
Average Income	$12,358

Students with Families	
Married	12%
Married with Children	8%
Single Parents	14%
Race/Ethnicity	
American Indian	2%
Asian/Pacific Islander	11%
Black	6%
Hispanic	9%
Other/Unknown	11%
White	61%

Source: 2009-10 Unit Record Report

SWS employers

Integral to the program are the participating employers. They not only provide jobs and earnings, but opportunities for students to build workplace skills and test career choices. About 40 percent of SWS students' dollars are earned in off-campus placements.

About 2,000 off-campus employers contract annually to accept SWS-eligible students. They include private for-profit, private non-profit and public and federal employers. Many provide opportunities in high-demand job areas.

Following are examples of off-campus State Work Study employers, by type of business.

Private For-Profit

- Array Health Solutions
- Getty Images
- Law Office of William Harris
- Netlink.com
- Northwest Hospital and Medical Center
- SHKS Architects
- State Farm Insurance
- Sound Native Plants
- Zymogenetics

Private Non-Profit

- American Red Cross
- Better Business Bureau
- Blue Mountain Humane Society
- Boys and Girls Clubs
- Camp Fire USA
- Fred Hutchinson Cancer Research Center
- Salvation Army
- Seattle Children's Theatre
- Seattle Institute for Biomedical Clinical Research
- World Relief Corporation

Public / Federal Employers

- Clark County District Court
- City of Wenatchee
- Kennewick General Hospital
- Lewis County Public Works
- School Districts - Seattle, Spokane, Tacoma, Tri-Cities
- State Agencies (e.g., Transportation, Fish & Wildlife)
- Spokane Public Library
- Tacoma Public Utilities
- U.S. Forest Service

Math and Science Teacher Projects

The State Work Study Math and Science Teachers (SWS MST) program, established during the 2007 legislative session, provides SWS-eligible students with teaching experiences in secondary school math and/or science classrooms.

As a result of these classroom experiences, participating students are better able to clarify their interest in a teaching career and are more prepared to accept other forms of targeted aid, such as the Future Teachers Conditional Scholarship.

In 2009-10, nine institutions operated projects across the state, as shown in Table 26. A total of 115 participating students earned $194,615 in SWS wages while gaining valuable classroom teaching experience.

Table 26
SWS Math/Science Projects, 2009-10

School Name	Project Title
Central Washington University	Excellence in Science & Math Teaching
Clark College	Math & Science Teachers Project Year III
Eastern Washington University	Mathematics Tutoring Collaborative
Everett Community College	From Tutor to Teaching in Science and Math (TTSM)
Lower Columbia College	TEAMS (Tutors Eager to Assist in Math & Science)
Pacific Lutheran University	Next Generation
The Evergreen State College	Millennial Math and Science Teacher Explorers
Walla Walla Community College	Math Science Tutoring Partnership
Whatcom Community College	College to Community: Teaching Math & Science

Separate funding for SWS Math and Science Teacher projects was suspended in 2010-11. Despite this reduction, SWS continued to fund projects from general program resources to continue the momentum in this area developed since 2007.

Table 27 lists the nine institutions with active projects for 2010-11. The HECB anticipates up to $330,000 in SWS MST student wage expenditures from these projects with more than 100 students gaining hands-on teaching skills in math and science classrooms across the state. The current SWS MST projects are:

Table 27
SWS Math/Science Projects, 2010-11

School Name	Project Title
Central Washington University	Excellence in Science & Mathematics Teaching
Central Washington University	Kittitas Valley Mentoring Project
Clark College	Math & Science Teachers Project
Eastern Washington University	Mathematics and Science Tutoring Collaborative
Everett Community College	Tutor to Teaching in Science and Math (TTSM)
Lower Columbia College	TEAMS (Tutors Eager to Assist in Math & Science)
Seattle Pacific University	Seattle Schools Math & Science Teachers Project
The Evergreen State College	Millennial Math and Science Teacher Explorers
Whatcom Community College	College to Community–Students Teaching Students: Math & Science

As an example, Seattle Pacific University's "Next Generation" places State Work Study students in math and science classrooms in the Seattle school district. Student recruitment efforts are carried out in collaboration with faculty in math, science, and education, and students are paired with an experienced teacher with the help of school district staff. SWS students are trained by the SPU Project Director, spend time with their teacher/mentor planning their role in the classroom, and then actively promote better math and science performance for secondary school students, all as they learn more about what it takes to be a teacher.

State Work Study Community Service Projects

For more than a decade, the SWS program has funded colleges to conduct more than a hundred community service projects. Projects address community needs such as literacy advancement, first-generation and ethnic minority outreach, elementary and middle school tutoring, community health and mental health care, drug education and public safety, and environmental improvement.

In 2009-10 about $258,000 in SWS funds were earned by 118 students working on projects operated by seven institutions as shown in Table 28. Projects focused on community improvements in the areas of health care, early education outreach, community service infrastructure improvement, local business sustainability, and other community needs.

Table 28
SWS Community Service Projects, 2009-10

School Name	Project Title
Central Washington University	Identifying Undeclared Majors for Teaching & Government Careers related to Mathematics, Science and Special Education
Central Washington University	Making a Difference with Service Learning Across Curricula and Throughout the Community
Clark College	Fort Vancouver National Historical Reserve
Columbia Basin College	A Free Clinic Experience in the Provision of Needed Healthcare and Social Services
Seattle Pacific University	School to Work
Seattle Pacific University	Chief Sealth HS AVID Tutorial Project
The Evergreen State College	Evergreen Student Community Action Coordinators Project
Whatcom Community College	Preserving Community Through Neighborhood Connections
WWU/Campus Compact	Financial Literacy Training Project
Western Washington University	WWU Mentoring Initiative

In 2010-11, twelve projects from ten institutions were funded across a wide range of project activities and are listed in Table 29. The Higher Education Coordinating Board anticipates up to $355,000 in SWS CSP student wage expenditures with more than 150 students actively involved with direct efforts to improve their communities.

The current SWS Community Servuce Projects are shown in Table 29.

Table 29
SWS Community Service Projects, 2010-11

School Name	Project Title
Central Washington University	Strengthening the Connections Among the Community, Students, and Faculty Through Academic Service-Learning
Clark College	SHARE - Serving the Hungry & Homeless - Educating the Community
Eastern Washington University	Collaborative Services to Implement Evidence-Based Drop-Out Prevention
Eastern Washington University	Smile Spokane - It All Starts Here
Everett Community College	EVCC Community Service Work Study Project
Seattle Pacific University	Washington Initiative for Supported Employment Project
Seattle Pacific University	Seattle Schools AVID Tutorial Project
Spokane Falls Community College	Volunteers for America Support Project
South Puget Sound Com. College	The Community Service Immersion Experience
The Evergreen State College	Evergreen Student Community Action Coordinators
WWU/Campus Compact	Western Washington University Mentoring Initiative
Whatcom Community College	Preserving Community Through Neighborhood Connections

As an example, Spokane Falls Community College's "Volunteers for America Support Project" partners with Volunteers of America of Eastern Washington who will provide SWS students with direct service learning work opportunities that link to classroom learning in a range of positions providing critical services to foster youth, battered women, homeless women and children, and other at-risk youth.

State Work Study High Employer Demand Projects

The 2009 Legislature established a new SWS placement priority for high employer demand positions[2]. In order to assist institutions in growing the number of placements meeting this priority in 2009-10, institutions were offered the opportunity to apply for additional SWS wage and administrative support funds to implement projects focused on developing and placing SWS students in high employer demand occupations. Many institutions already place students in positions that could be classified as high employer demand, and that the SWS Math and Science Teachers program placements would also qualify in meeting this placement priority.

Likely due to a later than ideal application period and unprecedented student demand on financial aid office staff in early 2009-10, only three applications were awarded SWS High Employer Demand (SWS HED) funds in the program's initial year, as listed in Table 30. Despite modest beginnings, more than 35 students gained experience in highly sought-after fields as they earned nearly $70,000 to offset educational expenses.

[2] The Local Area Demand/Decline website used to determine high demand fields (maintained by Employment Security Department and local Workforce Development Councils) at http://www.wilma.org/wdclists/.

Table 30
SWS High Employer Demand Projects, 2009-10

School	Project Title
Eastern Washington University	Fast Track Dental Hygiene
Eastern Washington University	Smile Spokane - It All Starts Here
The Evergreen State College	Linking Theory & Practice Through High-Employer Demand Jobs

HECB staff actively consulted with institutions to develop interest in the program and to grow the number of State Work Study High Employer Demand projects seeking awards in 2010-11. We are pleased to note that the 2010-11 application response more than doubled the interest displayed in 2009-10, and seven projects at five institutions were funded in a broad range of exciting occupational areas including alternative energy, school psychology, dental hygiene, and information technology.

The HECB anticipates approximately $275,000 in 2010-11 SWS High Employer Demand student wage expenditures – with more than 100 students actively involved with direct efforts to improve skills highly desired by Washington employers. The current SWS High Employer Demand projects are shown in Table 31.

Table 31
SWS High Employer Demand Projects, 2010-11

School	Project Title
Central Washington University	Alternative Energy Systems and Technology
Eastern Washington University	Field Based Experiences for School Psychologists
Eastern Washington University	Fast Track Dental Hygiene
Eastern Washington University	Community Dental Hygiene Assistant
Everett Community College	High Demand Health Occupations
Lower Columbia College	Information Technology Infrastructure Project
The Evergreen State College	Linking Theory & Practice Through High-Employer Demand Jobs

As an example, Central Washington University's "Alternative Energy Systems and Technology" project partners with city and state organizations to provide SWS students with the opportunity to develop practical work skills in this high employer demand field. SWS students are expanding their understanding of the past, current, and future landscape of alternative energy policy, production, and distribution.

State Work Study work experiences focus on direct field experience, grant writing, and engagement with programs promoting homeowner and business energy efficiency improvements. Project involvement is designed to lead directly to the production of more bachelor's degrees; leading to future jobs in alternative energy systems, energy conservation, and land management.

VII. Passport to College Program Brief

Program Background

The Passport for Foster Youth Promise program was created by the 2007 Legislative to help students from foster care attend and succeed in college. The program is authorized as a six-year pilot, and completed its second full year of operation in July 2010.

The program provides foster youth with information and assistance in preparing for college, as well as a scholarship for postsecondary education. Passport also provides incentive grants to institutions that enhance and target support services to foster youth.

Data Exchanges

A breakthrough data exchange was developed between the Higher Education Coordinating Board, the Department of Social and Health Services (DSHS) and colleges, which protects student identity while allowing financial aid and support services to be directed to the students. Since program inception, a total of 4,619 student consent forms have been processed. In 2009, 1260 files were reviewed by DSHS. Of those, 370 were determined eligible for Passport.

Further, in order to better coordinate services, Children's Administration and the HECB exchange information quarterly on Passport and federal Chafee Education and Training Voucher (ETV) students. This information exchange ensures that students are receiving the maximum award possible from both ETV and Passport.

On behalf of the HECB, the State Board for Community and Technical Colleges evaluated system records to determine whether students that self-identified on enrollment materials had been verified as eligible for Passport. In addition, all Passport eligible students were matched to system enrollment records. As a result, additional Passport students were discovered.

Students Served

Each year, an estimated 650 students emancipate from care having met the Passport eligibility criteria. In the 2008-09 year, 24 percent or 155 students enrolled. During the 2009-10 year, 48 percent or 318 students enrolled. About 63 percent or 98 students from the 2008-09 class re-enrolled in 2009-10. Also, 170 additional eligible students were enrolled in 2009-10 without receiving funding. Another 34 students attended out-of-state or non-participating institutions. Thus, an estimated 522 eligible students participated in postsecondary education in 2009-10.

Table 32

Passport Students by Sector		
	2008-09	**2009-10**
Research	9	14
Regional	15	30
Private 4 Yr	10	18
CTC	117	244
Proprietary	4	12
	155	**318**

Table 33

Average Passport Awards			
	2008-09	**2009-10**	**Change**
Research	5,800	7,200	+25%
Regional	4,600	5,300	+9.1%
Private 4 Yr	6,800	6,400	-5.7%
CTC	3,400	3,900	+15.2%
Proprietary	4,000	4,300	+8.8%

Expenditures

The maximum Passport award in 2008-09 was set at the highest priced public four-year college tuition amount of $6,793. In 2009-10, the maximum award was held constant, yet average awards increased likely as a result of tuition increases. Across the state, students received more than $1.285 million in scholarship funds in the 2009-10 academic year. In addition, institutions received more than $312,000 in grants to provide enhanced support services to Passport eligible students.

Viable Plan

Fifty institutions are participating in the "viable plan" to offer support services to Passport students. As Passport students progress each term, institutions receive $500 incentive payments. Funding provided direct services to help students meet their academic goals, such as help with transportation and housing. Other services included campus visits, special orientations, hot meals, tutoring, school supplies, and creating a designated computer lab and study area for Passport students.

Institutions have reported that student engagement is one of their biggest challenges and are aware that building student rapport and early intervention is critical for assisting students when in crisis. To assist with student outreach, colleges have found that attendance at special events is higher when food is provided. Further, some institutions have also found that being a "one-stop-shop" is essential for their success serving students from foster care.

College Success Foundation Contract

The HECB contracted with the College Success Foundation (CSF) to provide outreach, student intervention and community integration services. During the 2009-10 academic year, CSF worked to increase the number of eligible students who enroll in institutions of higher education.

CSF conducted consortium meetings in each region to coordinate services to youth from foster care. Consortium meetings were meant to help develop supportive relationships with others within each region and provide staff with a comprehensive overview of the program. Direct contact was made with 166 Passport eligible, non-enrolled students through an engagement survey. Of the students contacted, 16 subsequently enrolled in college.

CSF also staff had face-to-face meetings with 42 Passport students at their events or during campus visits. In the spring, CSF convened planning meetings for the third annual Passport to College Conference. The conference, held in May, was attended by 150 child welfare and education professionals including 68 staff from Viable Plan colleges.